ILM72

Assessor Report

SUMMARY

STEN GRAPH - Mr John Sample

SPECIFIC SCALES - LEADERSHIP STYLES

TASK	1 2 3 4 **5** 6 7 8 9 10	**PERSON**
FLEXIBLE	1 2 3 4 5 6 7 8 9 **10**	**DOGMATIC**
DE-CENTRALISED	1 2 3 4 5 6 7 8 9 **10**	**CENTRALISED**
REWARD	1 2 3 4 5 6 7 8 **9** 10	**PUNISHMENT**
THE MEANS	1 2 3 4 5 6 7 8 **9** 10	**THE END**
STRUCTURED	1 2 **3** 4 5 6 7 8 9 10	**ORGANIC**

GLOBAL SCALES

DETERMINATION TO DELIVER	1 2 3 4 5 6 7 8 9 **10**
INDIVIDUAL COHESION	**1** 2 3 4 5 6 7 8 9 10
TEAM WORKING	1 2 3 4 **5** 6 7 8 9 10

Integrated
Leadership
Measure
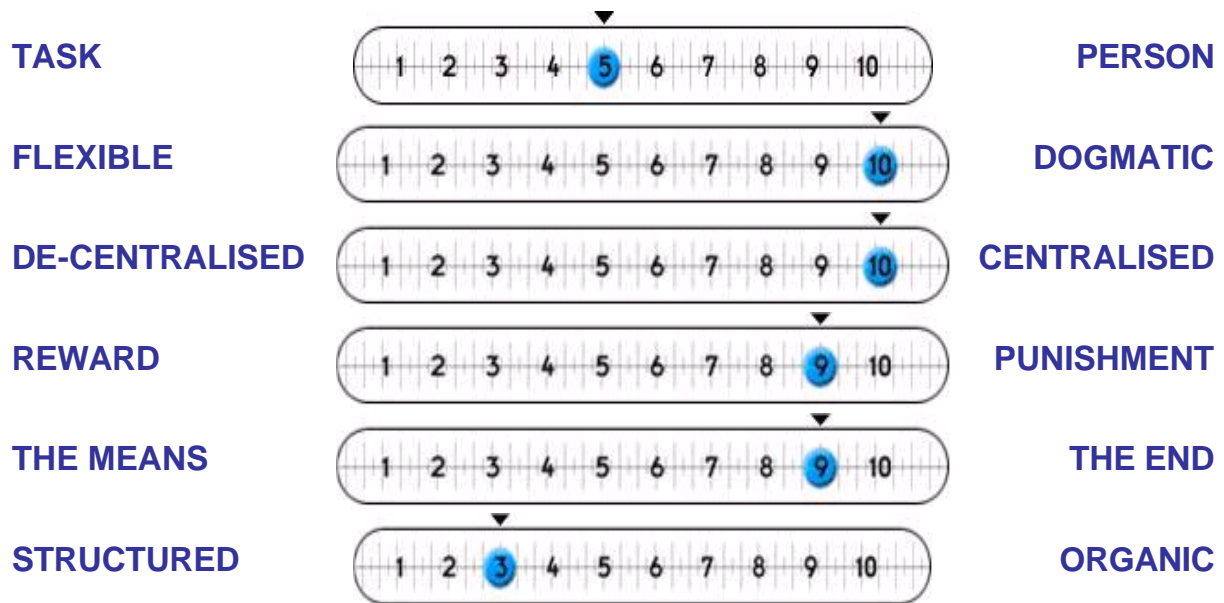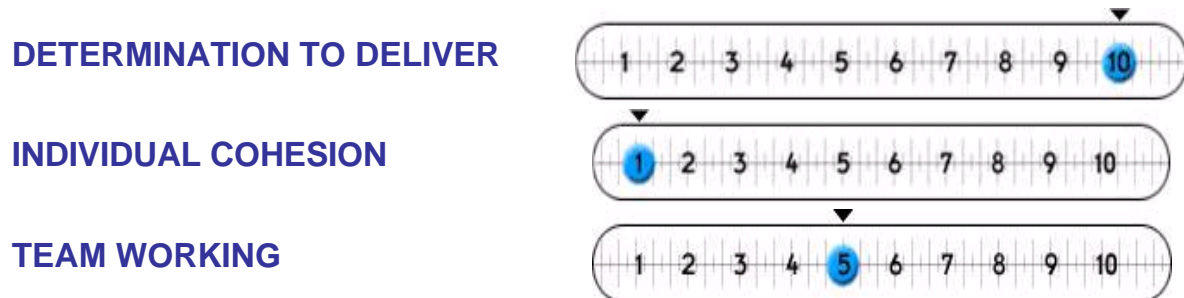
ILM72

Assessor Report

HOW TO USE THIS REPORT

The user of the ILM72 in assessment settings is responsible for its professional use. It is important that the following information is both read and understood. Any queries should be, in the first instance, directed to AQR LTD. As with the use of all valid and reliable psychometric measures, the assessor has a number of basic responsibilities. You must:

- Ensure that a particular leadership style or set of behaviours is truly needed for the job/role. The adapted leadership style can be situational and the adapted style might vary according to the current needs of the organisation.
- Provide other evidence of the individuals preferred leadership style. NEVER use ILM72 scores on their own.
- Provide equal opportunities monitoring.
- Carry out local validation studies.

Is there a real need for a particular preferred leadership style?

This is the first question that needs to be answered. It is not sufficient to simply WANT this - you have to SHOW, with evidence, that this is a CORE requirement for the role. Many posts require a balance between competing ends of a particular scale.

Confirming the information provided

The ILM72 is designed to give some insight into the preferred leadership style and behaviours of those completing the questionnaire. Like any psychometric measure it is a statistical tool and it is not infallible.

It is important to remember that it is also based on the candidates own self reports. These may over-estimate or underestimate their Leadership style and qualities (or elements of it!).

It is therefore vital that it is supported by other evidence gained from assessment techniques e.g. interviews, references, simulations, group exercises, other questionnaires. The ILM72 must NEVER be used in isolation when selecting candidates.

Use with interviews

The Leadership styles model upon which this report is based suggest that there are six specific scales which describe 6 different aspects of style. Furthermore research showed that there are 3 global scales which are derived form those six specific scales.

The assessment report provides Sample interview questions which can be used to probe the candidates scores and explore to what extent these are verified by the candidate.

It is perfectly acceptable for a candidate to challenge a particular score or set of scores. It is useful to remind the candidate that ILM72 is a normed measure which has been normed against a very large sample of working UK managers, male and female, of a wide range of ages and service.

Discrepancies should be fully explored and a judgement formed as to the leadership style truly

Assessor Report

preferred by the candidates, based on a synthesis of the information obtained from different sources. Specific evidence should be recorded to support your judgements and kept in a secure environment for at least 6 months.

You should explain to the candidate how the information from the questionnaire has been used.

For example you may say, "The questionnaire you have completed is not a pass or fail test. It provides us with your own views about how you deal with aspects of work that we feel are important to the present post. The purpose of the questionnaire is to help us structure the interview and other aspects of the selection process."

Equal opportunities monitoring

It is the users (individual/organisations) responsibility to set up an equal opportunities monitoring system. Information on gender and ethnic origin of candidates should be collected and stored. At regular intervals the data should be returned to AQR LTD. or analysed locally to ensure that unfair gender or ethnic biasing is not occurring. Advice on how to do this can be obtained from AQR LTD.

Local validation studies

The ILM72 has been shown to correlate to individual and group performance. However, it is the end users legal responsibility to carry out local validity studies to show that performance in your particular organisation is related toMTQ48 scores. Advice on how to do this can be obtained from AQR LTD.

ILM72

Assessor Report

UNDERSTANDING THE SCALES AND SCORES

Generally Psychometric data of this type is analysed by reference to the normal distribution curve. Most qualities and traits of this type are distributed normally in nature.

In this case the distribution is unlikely to be a normal distribution. We are not looking at a random normal population.

The distribution is split into deciles. This simply means that the population is split into ten equal percentiles. Each of these splits is called a sten. So the first sten represents the first 10% of the population. The second represents the second 10% of the population and so on.

If an individual's score falls into the range of scores scored by people in the second decile, the individuals score is deemed to fall into sten 2.

STEN									
1	2	3	4	5	6	7	8	9	10
PERCENTILE									
10%	10%	10%	10%	10%	10%	10%	10%	10%	10%

The 3 (second order) global factors are uni-polar. This means that the two ends of the scales are different and one end is low with the other end (usually the higher scoring end) being high.

- Stens 1 – 3 (30%) typically represent "low" scores
- Stens 8 - 10 (30%) typically represent "high" scores
- Stens 4 -7 (40%) typically represent the typical or average or normal person. This covers 40% of the population and these people will often provide evidence of behaviour from both ends of the scale.

The 6 specific style factors are bi-polar. This means that the two ends of the scales are different and in this case there is no high or low end. They are simply two ends of a continuum between to related positions.

- Stens 1 – 3 (30%) typically represent a preference for the style factor associated with this end of the scale
- Stens 8 - 10 (30%) typically represent a preference for the style factor associated with that end of the scale
- Stens 4 -7 (40%) typically represent the typical or average or normal person. This covers 40% of the population and these people will not have strong or persistent preferences – they may be demonstrating behaviours associated with both ends.

If we are looking at different populations we could expect to see slightly different norms. The more senior the person the greater the leadership challenge. In terms of the second order factors you might expect to see typical scores rising in line with seniority.

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Assessor Report

SPECIFIC SCALES

1. TASK VS. PERSON

This scale reflects and measures the extent to which the leader is orientated towards meeting the needs of the task or is concerned with the needs of individuals.

This features directly in many leadership models and is therefore widely examined and is well understood. If leadership is thought to be about delivering high performance through people, this scale seeks to identify how the leader balances these two interests.
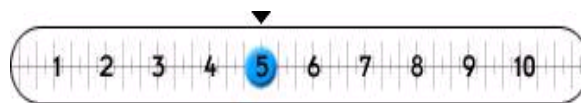
Description of Score

The person whose approach is balanced between task and the person will recognise that the task is important and ultimately success may be meaningless without completion of the task.

However they will also recognise that the welfare and satisfaction of staff is also important – if that is not managed then even competent and motivated staff will wilt in their enthusiasm for the task and performance will fall away.

The response may be situational – the challenge comes with making the right call when achieving the task or achieving a happy workforce is most important.

Interview/Validation Questions

These represent sample questions which can be used or modified to examine or probe an individual's result.

The first set of questions is useful where there is a suggestion that the person might be more task oriented. The second set where the person might be more people centred.

- Describe circumstances where you feel the need of the employee is more important than the need of the task?
- In what circumstances is achieving the task acceptable when individuals may not achieve personal satisfaction?
- How do you feel about making unpopular decisions?
- How do you feel about being unpopular with your work colleagues if driving success makes them unhappy?
- In what circumstances does individual need take priority over achieving the task?
- Describe how you have felt when you have failed to complete an important task?
- Describe how you feel when you are late with a piece of work?
- Describe how you feel when your work is rejected because it is not quite right?
- How do you feel when you have competed an important task but your staff are unhappy?
- "Success breeds success" – do you agree? What might be the consequences of that

ILM72

Assessor Report

approach?

- Describe when you feel the need of the employee is less important than the need of the task?
- In what circumstances is attending to employee welfare more important than hitting your targets?
- How do you feel about telling your staff that they have missed target in the last period?
- How do you feel about disharmony in the team
- In what circumstances does delivering the task take priority over individuals' needs?
- Describe how you have felt when you have failed to complete an important task?
- Describe how you feel when your staff complain that they are been treated harshly?
- How do you feel when you have competed an important task but your staff are unhappy?
- "Hitting target is what matters …. Nothing else is as important." Discuss?
- Describe how you feel when people leave the team?

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2. FLEXIBLE V. DOGMATIC

This scale measures the extent to which the leader prefers to involve others in analysis and decision making in the organisation.

Sometimes referred to as a measure of autocracy.
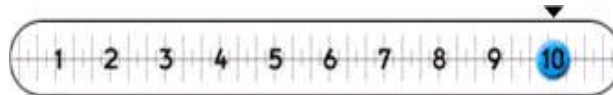
Description of Score

The person whose approach is dogmatic will be someone who will believe that they know how things should work around the organisation. They will be slow to involve others in decision making. Once a decision has been made or position has been adopted they will be reasonably single minded about sticking with that position.

They are not easily swayed and do not readily change their minds once committed. This person doesn't waver once a decision is made and will tend to ignore the opinions or views of others – even if they contain some degree of value.

They have a belief that being decisive is important and valuable. They can also believe that if you dither or are unsure you may send the wrong message to others. Sticking to a firm view can project an aura of confidence which has the same impact on the followers. Hesitation can lead to concern or worry or even panic.

They can appear to promote the view that it's a case of any decision is a good decision as long as it's a decision.

The dogmatic approach may be underpinned by a belief that "there's only one way of doing things around here … and it's my way"

Interview/Validation Questions

These represent sample questions which can be modified or used to examine or probe an individual's result.

- Describe what you think when your staff disagree with your plans?
- What do think of people who want to leave a decision open to gather as many ideas as possible all the time
- Give two examples when you consulted with your staff about a key issue – and what happened?
- Which is more important – making a decision or making the right decision?
- What do you do when you've made up your mind and someone comes along with new information just as you are implementing your decision?
- To what extent do you believe you have the knowledge and experience to get most things right.
- In what situations do you think it's useful to consult others?

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- How do you deal with people whose views differ radically from yours?
- Describe the last time you changed your mind about something important … and why did that happen?
- To what extent do you encourage discussion about strategy and vision?

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3. DE-CENTRALISED VS. CENTRALISED

This scale measures the extent to which the leader feels they are central to the operation and to what extent they will empower others to exercise authority.
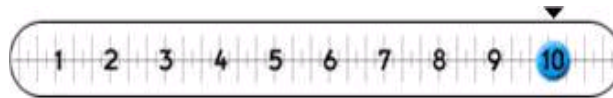
Description of Score

The person whose approach is centralised is someone who prefers that everything in the organisation goes though them. They tend to believe they are the hub of the operation.

They have a strong sense that they are at the heart of everything that happens and without their direct involvement and intervention things just would not happen - at least to the extent needed. They are likely to believe that things happen better (and faster) because of their direct involvement.

These people can believe they are central to the team in another sense – without them it would fall apart.

They have a strong need to control and can prevent decisions being made without their say so.

Interview/Validation Questions

These represent sample questions which can be modified or used to examine or probe an individual's result.

- To what extent do you feel you need to be at the centre of everything?
- To what extent would the organisation function without you being there all the time?
- Describe the sort of things you'll delegate and those you won't delegate
- In your opinion what makes delegation work?
- How often do you have to intervene personally to get things done?
- Give an example of something that went wrong because you let go.
- Give an example of something that might have gone better if you had delegated
- How do you think your colleagues respond to empowerment?
- Name three reasons why empowerment doesn't work – and what could be done about those reasons.
- To what extent do you feel people generally will accept delegated responsibility?

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4. REWARD VS. PUNISHMENT

This scale measures the extent to which the leader believes that people are motivated by reward or by punishment.
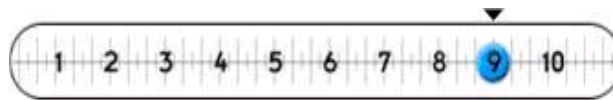
Description of Score

The person whose approach is focused on punishment is someone who accepts good or high performance as the norm. It's the expectation ("that's what I pay them for") and the leader will be sensitive to any shortcoming in performance – and is more likely to punish this shortcoming in some way.

The belief is that being hard or demanding is a legitimate motivational strategy and that being soft is not good.

This person is likely to be viewed as strict, severe and even threatening and will be comfortable with that view. They may pay well and provide good staff benefits but will have high expectations in return.
They are more likely to tend to the view that people are generally not intrinsically interested in doing a good job and need a firm hand rather than gentle encouragement to fulfil that potential.

Interview/Validation Questions

These represent sample questions which can be modified or used to examine or probe an individual's result.

- How do you deal with people who fail to hit their targets/keep their promises?
- In what circumstances would you reward good or excellent performance?
- Do you believe people should set high standards for everything they do – and how should they do that?
- To what extent do you believe that being "soft" with people leads to poor performance and morale?
- How do you develop morale in your organisation/team?
- What is your reaction if someone calls you a strict disciplinarian?
- To what extent do you think people are self-motivated?
- What do you do when you spot someone underperforming?
- The "stick" is more effective than the "carrot". Do you agree … and why?
- "People need a lash every now and again – it keeps them on their toes" Comment?

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5. THE MEANS VS. THE END

This scale measures how important hitting goals and targets are to the leader – and what they are prepared to sacrifice to get there.
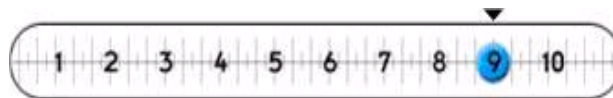
Description of Score

A leader whose style is focused on the End is someone for whom the result matters above all. They are driven by the outcome of the process rather than the process itself. Everything can be sacrificed for that goal – this is prime motivation for this person.

This does not necessarily mean that they are immoral or amoral – simply they are likely to be very focused.

They are unlikely to be worried about consequences and will accept there may be casualties in getting the done and that people might get bruised and values get "compromised" in the process.

Hitting agreed goals or targets is what drives these people – and anything less than 100% success is unacceptable.

For them the "end always justifies the means"

Interview/Validation Questions

These represent sample questions which can be modified or used to examine or probe an individual's result.

- To what extent does the achieving the result matter for you?
- How do you feel if people are upset in the process of achieving the goal?
- To what extent is it right or wrong to "sacrifice" people and things to achieve the goal?
- How happy would you be to achieve 95% of what you set out to achieve if it keeps your people happy?
- Employing child labour in a third world country at below basic rates is justified – they would be unemployed without it? To what extent do you agree with this?
- To what extent do you believe that it's a competitive world- there are winners and losers – and sacrifices have to be made if you're a winner?
- Is it ever OK to break a promise if it gets you success?
- To what extent would you rather replace an ailing team member rather than support them to perform better?
- Does Health & Safety legislation help or hinder the business?
- "Looking after clients" is a legitimate business activity – within limits. Discuss!

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6. STRUCTURED VS. ORGANIC

This scale measures the extent to which structure, planning and personal organisation are important to the leader and to what extent they will rely upon their presence, intuition and instinct to achieve in their role.
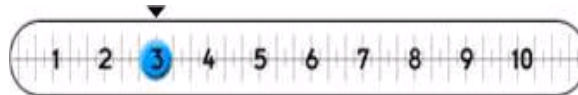
Description of Score

The leader who adopts a structured style is someone for whom leadership is drawn from a set personal model. This could be drawn from text books, business models or training.

This style of leadership often means that the leader has a very clear picture of what they wish to achieve, how that is to be achieved and how to involve others in achieving it. They will articulate vision, strategy, policies and plans and be effective at communicating these to those who need to know.

This is not a natural style although it can be very effective and very often is, the leader following detailed plans & processes to achieve things through others.

This supports the assertion that leadership can be taught and it can be developed.

Interview/Validation Questions

These represent sample questions which can be modified or used to examine or probe an individual's result.

- Describe how you plan to achieve your big goals – give a recent example?
- How have you learned to do what you do as a leader?
- Describe your strategy and plans in your current role?
- How do you ensure that your people know what you are about – and what is important in the journey to success?
- Describe how you implement and monitor plans?
- How important is it to have the road map prepared before you set out to achieve an important goal?
- Leaders are born and not made – to what extent do you agree with that?
- To what extent is presence and charisma important in effective leadership?
- How do you deal with thing which crop up as you go along – but are important and can influence things?
- To what extent do you think you can achieve your goals even if you don't yet know how you are going to get there?

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Assessor Report

GLOBAL SCALES

A - DETERMINATION TO DELIVER

The extent to which there is a single minded determination to achieve – in the short and long term. Delivering what is promised is an over-riding requirement which leads to success and the feeling of success. The single minded person can bruise (or make uncomfortable) people who get in the way or don't respond quickly enough. This is not personal – it is to do with the task and not people.
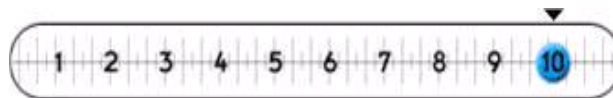

Typically leaders with high scores show a single minded determination to achieve – in the short term and in the long term. Most satisfaction is derived from this. They will often demonstrate

- Commitment to deliver on target
- A preference for "telling and selling" to get things going quickly
- A willingness to discomfort people when necessary in order to hit the target
- A sense of own importance in the scheme of things – a belief that they are important in the scheme of things
- Recognition that business is a competitive world with winners and losers.
- A believe in strong leadership – you are strong so everyone lese has to be strong too.
- Predisposition for MacGregor's Theory X – people need to be cajoled into action
- Awareness of how far you can push people
- Not worried about popularity – and not offended by a lack of popularity
- A concern with the long term as well as the short term – particularly in terms of succession planning
- Shares characteristics with Belbin's Shaper

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B –INDIVIDUAL COHESION

Focus on the individual – The extent to which there is focus on enhancing the capability, confidence and commitment of individuals to enable them to contribute to the organisation and to fulfil themselves. The emphasis here is on ensuring the people have the skills, knowledge and behaviours to carry out their roles in the organisation. Attending to the organisations needs will normally be more of a priority than attending to the individuals needs – although an effective leader will be aware of both.
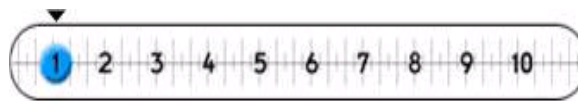
Typically people with scores at this level place a low emphasis on the individual They may feel that the individuals need's have only a limited relevance to doing the job successfully & that these have only a limited effect on performance. . For instance, provided that people are given clear guidance and instructions and do as they are told then the job will get done.

Other things may feel more important to them – but they will still be aware of the value of effective relationships.

- Employee welfare will be relatively low on the list of priorities. Its up to people to fend for themselves
- As long as people know the basics to do the job they don't need anymore.
- People are factors of production – there's little need to focus on building build relationships with them.
- Tell people only the basics of what they need to know – and no more.
- Not really interested in how people are feeling – they are here to do a job and that's all I want from them.
- If people don't get on, you are not particularly worried or scared of disharmony.

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Assessor Report

C – FOCUS ON THE TEAM WORKING

The extent to which there is focus on and attention given to harnessing all the potential in an organisation so that problem solving and decision making can occur more efficiently and more effectively.

The emphasis here is on enabling groups of people to gather their knowledge, experience and skills and apply these to managing the day to day operation within the organisation – particularly attending to problem solving and to making decisions which are at their normal limits as individuals.

An objective here is to enable decisions to be made at the appropriate level and to prevent relatively minor decisions being "sucked" up the organisation and occupying time and resource better used elsewhere.
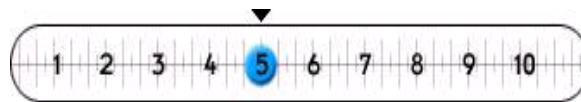
In the general population most (c.40%) of the population will achieve scores in this area. The team orientation will be that of the typical or average person – sometimes they will be team focussed - on other occasions they will appear to be less so.

On occasions the abilities of others will be recognised but their achievements may not always get the recognition they deserve. As a result their abilities may also be undervalued at times.

Although prepared to delegate, there will be occasions where things which could have been delegated are handled directly.

Similarly, although prepare to listen most of the time, they may take the view that "my way is the right way".

There may be people in the organisation who have skills and knowledge but will not have these used or recognised. Sometimes this will happen because the person doesn't stand out and sometimes because the person is not popular or is considered difficult in some way.